

FINAL ASSIGNMENT

READING, LISTENING & SPEAKING LESSON PLAN

The present lesson plan is embedded in a didactic unit that deals with Fiction Literary Texts, namely folk tales and poetry. This lesson plan was prepared for the thirteen-year-old students of the 1st year (ESO) that belong to the linguistic section.

The group is made up of 29 students. 15 of them were entitled to enter the linguistic section after having passed the Cambridge PET exam (equivalent of an B1 level, in the Common European Language Framework) and 14 students passed the Cambridge PET exams (equivalent of a A2 level, in the Common European Language Framework).

The secondary school has embarked on the CAM bilingual project this academic year, which justifies the fact that we have not attained the aim of founding the English school library yet.

The school is situated in the North-East of the community of Madrid and their students come from both middle and lower social classes.

Objectives, contents and evaluation of the programme followed are subject to the legal framework provided by the 1st ESO Advanced Curriculum .

GENERAL LESSON AIMS

Group 1ESOA (Linguistic Section)	LENGHT of TIME: 55 min Working on the story poem/folk tale will give students the opportunity to reflect on the characteristics of these literary genres and to refresh previously acquired knowledge on rhetorical devices.
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1 ESO ADVANCED CURRICULUM OBJECTIVES

1. To read and understand different texts of a suitable level, to students' ability and with texts that engage the students' interests.
2. To understand how literary text work, using the knowledge acquired on the conventions of genre; the themes and motifs in the literary traditions. Appreciate the possibility that literature offers to enrich one's personal growth.
3. To have contact with texts which represent the English language and see them as means to interpret different historical and cultural periods.

Basic Level Skills

Students will identify the genre presented in audiovisual and written format (poem).

Students will understand the gist of the folk tale and will be able to retell its content.

High Level Skills

Most students will be able to infer the pedagogical message of the tale/ poem.

Most students will be able to identify the rhetorical devices and explain their effects.

Students will process the characteristic features of a story poem analysing the development of its plot.

RESOURCES/MATERIALS

- A PC and a projector to pre-teach vocabulary by means of power point and to show You Tube video based on The Pied Piper of Hamelin by Robert Browning.
- Photocopies for students with the chosen paragraphs of the narrative poem by Robert Browning

MATERIAL 1

PRE-TEACHING VOCABULARY

VERMIN *KEG* *SPRAT* *LADLE*

GOWN LINED WITH ERMINE *TUFT ON CHEEK/ BEARD ON CHIN*



Material 2

1. www.youtube.com/watch?v=54lZYdjeojQ
www.youtube.com/watch?v=EzsCUUjgnVg&feature=topics (2PART)

2. **The Pied Piper of Hemlin** by Robert Browning
www.indiana.edu/~librcsd/etext/piper/text.html

1 Hamelin Town's in Brunswick,
2 By famous Hanover city;
3 The river Weser, deep and wide,
4 Washes its wall on the southern side;
5 A pleasanter spot you never spied;
6 But, when begins my ditty,
7 Almost five hundred years ago,
8 To see the townsfolk suffer so
9 From vermin, was a pity.



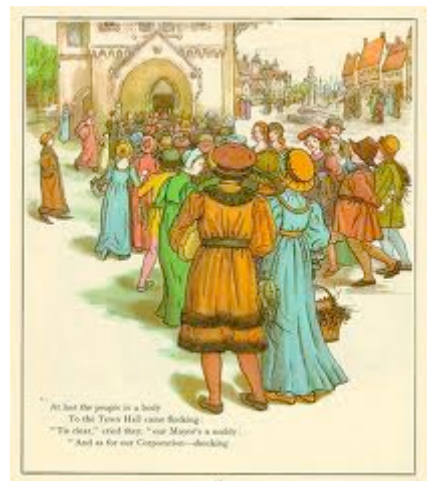
10 Rats!
11 They fought the dogs and killed the cats,
12 And bit the babies in the cradles,
13 And ate the cheeses out of the vats,
14 And licked the soup from the cooks' own ladles,
15 Split open the kegs of salted sprats,



16 Made nests inside men's Sunday hats,
17 And even spoiled the women's chats,
18 By drowning their speaking
19 With shrieking and squeaking
20 In fifty different sharps and flats.



21 At last the people in a body
22 To the Town Hall came flocking:
23 "Tis clear," cried they, "our Mayor's a noddy;
24 "And as for our Corporation -- shocking
25 "To think we buy gowns lined with ermine
26 "For dolts that can't or won't determine
27 "What's best to rid us of our vermin!"



55 ``Come in!" -- the Mayor cried, looking bigger
 56 And in did come the strangest figure!
 57 His queer long coat from heel to head
 58 Was half of yellow and half of red,
 59 And he himself was tall and thin,
 60 With sharp blue eyes, each like a pin,
 61 And light loose hair, yet swarthy skin
 62 No tuft on cheek nor beard on chin,
 63 But lips where smile went out and in.

``If I can rid your town of rats
 95 ``Will you give me a thousand guilders?"
 96 ``One? fifty thousand!" -- was the exclamation
 97 Of the astonished Mayor and Corporation.



98 Into the street the Piper stept,
 99 Smiling first a little smile,
 100 As if he knew what magic slept
 101 In his quiet pipe the while;
 102 Then, like a musical adept,
 103 To blow the pipe his lips he wrinkled,
 104 And green and blue his sharp eyes twinkled,
 105 Like a candle-flame where salt is sprinkled;
 106 And ere three shrill notes the pipe uttered,
 107 You heard as if an army muttered;
 108 And the muttering grew to a grumbling;
 109 And the grumbling grew to a mighty rumbling;
 110 And out of the houses the rats came tumbling.
 111 Great rats, small rats, lean rats, brawny rats,
 112 Brown rats, black rats, grey rats, tawny rats,
 113 Grave old plodders, gay young friskers,
 114 Fathers, mothers, uncles, cousins,
 115 Cocking tails and pricking whiskers,
 116 Families by tens and dozens,
 117 Brothers, sisters, husbands, wives --
 118 Followed the Piper for their lives.
 119 From street to street he piped advancing,

120 And step for step they followed dancing,
 121 Until they came to the river Weser
 122 Wherein all plunged and perished.



LESSON PROCEDURE

TIME	TEACHER ACTIVITY	PUPIL ACTIVITY	EXPECTED OUTCOME
5 mins	I elicit SS knowledge about folk tales and ask them about The Pied Piper of Hamelin.	SS activate their background knowledge on folk tales remembering the plot of this particular folk tale.	To gain the awareness that tales are fiction idiosyncratic texts.
5 mins	I show the power point images which help SS to understand lexical items that will help them process the text.	SS watch the images and ask questions.	To enrich the SS' semantic memory.
7:15 mins	I tell the SS they will video-story poem (1 st part) based on the folk tale.	SS watch	To get the gist of what is going to be read.
5:45 mins	I give the SS illustrated photocopies. I focus on setting, asking SS to find the proper nouns and explaining what country they belong to. I draw their attention to the format of the text (poem) and the problem presented (story poem).	SS read lines 1 – 9 SS find the required information.	SS acquire the knowledge about the context. SS activate their knowledge of the structure of stories.
9 mins	I read to them lines 10 –27. I ask questions related both to the form and the content.	SS listen. SS have to find the instances of alliteration and onomatopoeia. SS tell what they learn about Hamelin vermin and the feeling of its dwellers.	To activate SS' knowledge of literary devices and
5 mins	I ask one student to read lines 55 –63. They are	SS listen and read. They find the	To observe the contrast created by the

	required to underline the antonyms and retell the description.	antonyms. They make up the description of the Piper using the vocabulary learnt.	antonyms.
10 mins	<p>The teacher reads the lines 94 –122.</p> <p>I encourage SS to spot the instances of simile and personification. I point to the auditory effect of the noise gradation achieved by internal and external rhymes (muttering, grumbling, rumbling, tumbling).</p> <p>I ask them comprehension questions:</p> <ol style="list-style-type: none"> 1. How many notes did he play at first? 2. What words help you think that the number of rats was growing? 3. Were they happy following the Piper? Why did they follow him? 4. How did they die? 	<p>SS listen and read. They focus on their task, answering my questions.</p>	<p>To understand the role played by literary devices, to revise the knowledge previously acquired. To share reflections on the poem To enjoy reading poetry.</p>
8 mins	<p>I encourage the SS to tell the end of the tale and elicit their answer to the questions:</p> <p>Did the Piper teach the local authorities a lesson?</p> <p>What did they learn?</p> <p>What is the message conveyed in the tale?</p> <p>Assignment for homework.</p>	<p>SS tell the end of the story and answer the questions.</p> <p>SS are asked to draw a portrait of The Piper.</p>	<p>To activate SS' previous knowledge of the tale. To make inferences based on the facts described.</p>

EVALUATION

3. To identify the general and specific information from literary texts suitable for their age; to do this with the aid of textual and non textual features on variety of themes. In the process students take into account the literary devices in the English language.

10. To express an opinion on one's own reading and group readings on a literary work or a fragment of that work in English and suitable to their age. To be able to relate the content to one's own life experiences and the student's historical and cultural context.

- I will observe that students are following the pace of the lesson paying attention to their feed-back given.
- I will take into account whether they can retrieve from their memory what they had learnt about the literary devices and poetry. I will observe whether they can apply this information to the text we are working on.
- I will ask comprehension questions: Who?, When?, Why?, What?
- I will check whether stronger students can infer the message conveyed in the tale.

